# Discussion about the Use of the Report Template For 2018-19 Site Visits

#### May 2018

#### Overview

This item presents for discussion the topic of whether to use the report template that was used this year for small site visits for all site visits, for institutions of all sizes, in 2018-19.

#### **Staff Recommendation**

Staff recommends that the COA discuss this topic and determine whether the report template will be used for all site visits in 2018-19. In addition, staff recommends that the COA identify any changes that it would like to see in the template for the 2018-19 site visits.

#### **Background**

This year, the COA approved using two different report templates. One was similar to previous report templates and that was used with institutions with 3 or more programs. For smaller visits, where institutions were operating 1 or 2 programs, a different report template, included in this agenda item, was used as a pilot to determine whether it might be used in the future for all site visits.

At the conclusion of the May 2018 meeting, the COA will have reviewed all site visit reports where the new "small institution" site visit template was used. The COA is asked to discuss the following:

- 1) How effective was the pilot (small institution) site visit template for communicating team member findings this past year?
- 2) Are there modifications that need to be made to the template?
- 3) Is the pilot template (with modifications as directed by COA) adequately informative to be used for reporting the findings for large institutions?
- 4) Would the COA like to direct staff and the BIR to use the small site visit template for all site visits in 2018-19?

#### **Next Steps**

If the COA agrees to use the template for all visits in 2018-19, but has suggested changes, staff can bring the item back at the June COA meeting to discuss further. If there are no changes, the staff will incorporate the new template into the training for BIR, team leads, and in preparations for site visits in 2018-19.

# California Commission on Teacher Credentialing Committee on Accreditation Accreditation Team Report

Institution: Insert Institution Name

Dates of Visit: Insert Dates of Visit

2017-18 Accreditation

Team Recommendation: Insert Accreditation Recommendation

Previous History of Accreditation Status			
Date (link to team report)	Accreditation Status (link to COA action letter)		
if no revisit previously, delete second row			

#### Rationale:

The unanimous recommendation of Insert Accreditation Recommendation here was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

#### **Program Standards**

Summarize the program standard findings here. Identify the programs for which any standards were less than fully met but leave the specifics to the program report section later.

#### **Common Standards**

Summarize the findings of the Common Standards here. Identify any standards which were to be Met with Concerns or Not Met, but leave the specifics to the Common Standards report section later

#### **Overall Recommendation**

Provide the rationale here for the team's recommendation for an accreditation decision.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Add/Delete programs as necessary to reflect all offered by institution.

Clear Multiple Subject/Single Subject	
Teacher Induction	
General Education	
Education Specialist Induction	

#### Staff recommends that:

- The institutions response to the preconditions be accepted.
- Insert Institution Name here be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Insert Institution Name here continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

	Accreditation Team
Team Lead:	First Last Name Institution
Common Standards:	First Last Name Institution Repeat for all Cluster Members
Programs Cluster:	First Last Name Institution Repeat for all Cluster Members
Staff to the Visit:	First Last Name Commission on Teacher Credentialing

#### **Documents Reviewed**

University Catalog Survey Data

Common Standards Submission Field Experience Notebooks

Course Syllabi Course Matrices

Candidate Files Advisement Documents

Fieldwork Handbooks Faculty Vitae

Follow-up Survey Results College Annual Report Needs Analysis Results College Budget Plan

Program Assessment Feedback TPA Data

Program Review Feedback Course Scope and Sequence

#### Add other documents and delete those that were not used

#### **Interviews Conducted**

Stakeholders	TOTAL
Candidates	
Completers	
Employers	
Institutional Administration	
Program Coordinators	
Faculty	
TPA Coordinator	
Support Providers	
Field Supervisors – Program	
Field Supervisors – District	
Credential Analysts and Staff	
Advisory Board Members	
Add additional rows if needed	
TOTAL	

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

#### **Background Information**

Provide background information about the institution/program sponsor including the geographic location, size, student demographics, history, and any unique information about this institution/program sponsor.

#### **Education Unit**

Provide basic information about the education unit. How many departments or schools are included in the unit? How many candidates are enrolled in the unit? How many credentials are awarded in the unit? How many faculty?

Complete Table 1 to list all approved programs, the number of completers, and candidates enrolled.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
List programs offered		

#### The Visit

Please choose either of the following statements here:

The visit proceeded in accordance with all normal accreditation protocols.

OR:

The visit proceeded in accordance with all normal accreditation protocols with the exception of (describe or list the unusual circumstances).

#### **Program Reports**

List specific credential Program(s) to which the following report applies

Use Same General Format of Program Summary but modify to include evidence and findings.

#### **Program Design**

Leadership within the credential program

Communication within the credential program and with the institution

Structure of coursework and field experiences in the credential program.

Program modifications over the recent two years

Means for stakeholder input

#### **Course of Study (Curriculum and Field Experience)**

Description of the sequence of coursework

Coordination of coursework with field work

Types of coursework in critical areas (e.g. English learners for all initial teaching programs)

Number and type of field placements

Connection of field experience with coursework

Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program

#### **Assessment of Candidates**

How, when candidates are assessed for program competencies

What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments

#### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Insert Name of Program here.

OR

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Insert Name of Program here except for the following:

#### <u>Standard X: Standard Name</u> – Met with Concerns

Address all concerns identified and provide a clear rationale as to why the standard is less than fully met.

#### Standard X: Standard Name – Not Met

Address all concerns identified. Provide a clear rationale as to why the standard is Not Met. For example: There is no convincing evidence that Elements A, B, C, and F were addressed.

#### Repeat for all approved programs offered by the Institution or Program Sponsor

The team may 'group' programs that fit together logically based on the adopted standards or the local program implementation but if there are differences in standards findings, please indicate which of the programs the standard finding applies.

#### **COMMON STANDARDS FINDINGS**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastruct preparation programs. Within this overall infrastructure:	ture in place to c	perate effective e	ducator
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks			
<ul> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>			
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.			
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.			
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.			
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.			
<ul> <li>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public</li> </ul>			

Common Standard 1: Institutional Infrastructure to Supponents	Consistently	Inconsistently	Not Evidenced
schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>			
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met

**Rationale** (If the standard is not **Met**. If the standard is fully Met, delete this)
Please provide a rationale to summarize the findings and the evidence that led to the team's decision. It is important to tie the rationale to the specific language of the standard.

Additional information applicable to the standard decision (delete if the standard is not fully Met)

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.			
<ul> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>			
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.			
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.			

Components	Consistently	Inconsistently	Not Evidenced
<ul> <li>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts.</li> <li>A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</li> </ul>			
Finding on Common Standard 2: Candidate Recruitment and Support	Met	Met With Concerns	Not Met

Rationale (If the standard is not Met. If the standard is fully Met, delete this)
Please provide a rationale to summarize the findings and the evidence that led to the team's decision. It is important to tie the rationale to the specific language of the standard.

Additional information applicable to the standard decision (delete if the standard is not fully Met)

Common Standard 3: Fieldwork and Clinical Practice		)	
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of			
coursework and clinical experiences for candidates to	)		
develop and demonstrate the knowledge and skills to			
educate and support P-12 students in meeting state-			
adopted content standards.			
The unit and its programs offer a high-quality course of			
study focused on the knowledge and skills expected of			
beginning educators and grounded in current research			
on effective practice. Coursework is integrated closely			
with field experiences to provide candidates with a			
cohesive and comprehensive program that allows			
candidates to learn, practice, and demonstrate			
competencies required of the credential they seek.			
The unit and all programs collaborate with their			
partners regarding the criteria and selection of clinical			
personnel, site-based supervisors and school sites, as			
appropriate to the program			
Through site-based work and clinical experiences,			
programs offered by the unit provide candidates with			

opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.  • Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.  • The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.  • Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.  • All programs effectively implement and evaluate fieldwork and clinical practice.  • For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects	
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the diversity of California's student and the	
opportunity to work with the range of students	
identified in the program standards.	
Finding on Common Standard 3: Met With Not	Met
Concerns Concerns	
Fieldwork and Clinical Practice	

**Rationale** (If the standard is not **Met.** If the standard is fully Met, delete this)
Please provide a rationale to summarize the findings and the evidence that led to the team's decision. It is important to tie the rationale to the specific language of the standard.

Additional information applicable to the standard decision (delete if the standard is not fully Met)

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a			
comprehensive continuous improvement process at			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
both the unit level and within each of its programs that			
identifies program and unit effectiveness and makes			
appropriate modifications based on findings.			
The education unit and its programs regularly assess			
their effectiveness in relation to the course of study			
offered, fieldwork and clinical practice, and support			
services for candidates.			
Both the unit and its programs regularly and			
systematically collect, analyze, and use candidate and			
program completer data.			
The continuous improvement process includes multiple			
sources of data including 1) the extent to which			
candidates are prepared to enter professional practice;			
and 2) feedback from key stakeholders such as			
employers and community partners about the quality of			
the preparation			
Finding on Common Standard 4:	Met	Met With Concerns	Not Met
Continuous Improvement			

**Rationale** (If the standard is not **Met.** If the standard is fully Met, delete this)

Please provide a rationale to summarize the findings and the evidence that led to the team's decision. It is important to tie the rationale to the specific language of the standard.

Additional information applicable to the standard decision (delete if the standard is not fully Met)

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to			
serve as professional school personnel know and			
demonstrate knowledge and skills necessary to educate			
and support effectively all students in meeting state			
adopted academic standards. Assessments indicate that			
candidates meet the Commission adopted competency			
requirements as specified in the program standards.			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students			
	Mot	Met With	Not Mot
Finding on Common Standard 5: Program Impact	Met	Concerns	Not Met

Rationale (If the standard is not Met. If the standard is fully Met, delete this)

Please provide a rationale to summarize the findings and the evidence that led to the team's decision. It is important to tie the rationale to the specific language of the standard.

Additional information applicable to the standard decision (delete if the standard is not fully Met) (200 words maximum)

#### **INSTITUTION SUMMARY**

Summarize the institutions operations, its strengths, and any areas of weakness. (300 words or less.)